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ABSTRACT

It is estimated that over 200 two-year colleges exist within universities in the United States. In April 1987, at the annual meeting of the American Association of Community and Junior Colleges, the Council of Two Year Colleges within Universities was formed to better represent the issues and concerns unique to these academic institutions. In 1989, a study was conducted of council member institutions to identify the administrative structure of these colleges in relation to the universities of which they are a part, to examine their mission statements, and to gather selected descriptive data. Questionnaires were mailed to all 31 member institutions. Usable surveys were returned by 24 colleges from 13 different states for a 77% response rate. Study findings included the following: (1) 17 institutions (71%) were located on a separate campus from the university, 5 colleges (21%) were located on the university campus, and 2 colleges (8%) maintained programs at the university and at a branch campus; (2) the most common title for the chief administrative officer (CEO) was "Dean" (42%), followed by "Provost" (25%); (3) although no single administrative structure was identified, at 46% of the responding institutions the CEO's reported to the university vice-president for academic affairs, while 25% reported to the university president; and (4) 15 of the responding institutions (67%) considered their mission to be most like a community college, while 7 schools (29%) felt that "technical college" best described their mission. The survey instrument, cover letter, data tables, and a list of responding institutions are included. (PAA)

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ADMINISTRATIVE GOVERNANCE AND MISSION OF TWO YEAR COLLEGES WITHIN UNIVERSITIES

SACE RESEARCH REPORT #14

WILLIAM S. DUNLAP

MARCH 1989

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PREFACE

Few people are aware of the concept of a community college within a university. Many of those who are aware such academic units exist consider it to be unusual. Actually there are many such academic units They have been identified in 18 different states.

Many of these are found in urban universities where they were created to fill the community college mission rather than develop another college institution in the same community. While these academic units have existed for many years almost no research has been conducted on them.

The research study identifies the administrative governance and some descriptive data on students, faculty, tuition and mission of some 24 two year colleges within universities from thirteen states. The findings of this study should benefit these academic units by identifying peers and in institutional planning.

William S Dunlap, PhD
Dean
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INTRODUCTION

At the annual meeting of the American Association of Community and Junior Colleges (AACJC) held in Dallas, Texas in April, 1987, a group of university administrators met to consider the formation of a new organization to better represent the special issues and concerns unique among two year colleges within universities. The emerging organization was named the Council of Two Year Colleges within Universities. This sixteenth council within AACJC was quickly nicknamed the "Two by Four Council."

A meeting was held at the University of Minnesota in October of 1987 to develop bylaws and elect officers of the organization. In March of 1988, at the annual AACJC meeting in Las Vegas, board members were elected. At this first meeting of the two by four council, several topics were mentioned as ideas for future study that would be of interest to the membership.

PURPOSE OF THE STUDY

The purpose of this study was to identify the administrative structure of member institutions of the two by four council in relationship to the university in which they are housed and to examine the mission statements of these two year colleges. Secondarily, selected descriptive

institutional data was also collected on member institutions.

METHODOLOGY

A search of literature dated between 1980 and 1988 was conducted in December 1988 by means of a computerized ERIC and DATRIX data base to identify any previous studies that related to administrative structure and/or the mission of two year colleges within universities. No studies were identified from either data base.

On January 3, 1989, a draft questionnaire was developed by the researcher and mailed to the council's board members for review. A telephone call was made to all board members to discuss suggested modifications to the instrument.

On January 19 the revised instrument was mailed to all thirty-one member institutions along with a cover letter explaining the purpose of the survey (Appendix A). Eighteen completed instruments were returned by February 6. On February 8 a second instrument with a cover letter was mailed to the non-responders to the first mailing. By March 7 six more completed instruments were returned.

ANALYSIS OF THE DATA

RESPONSE RATE

Thirty-one institutions were sent survey instruments with 24, or 77% responding. All of the returned questionnaires provided usable data. The collected data was

analyzed with the statistical analysis system (SAS) at Washburn University.

INSTITUTIONAL DATA OF RESPONDENTS

Responses were received from member institutions in thirteen different states. All respondents were state-supported institutions with one municipal university (Washburn University of Topeka). The state with the most member institutions was Ohio with seven, followed by New Mexico with five. Seventy-one percent (17 institutions) are located on a separate campus from the university, five colleges, or 21% were located on the main campus, and two colleges (8%) had programs at both the main university campus and a branch campus. A list of the responding institutions is found in Appendix B.

A summary of frequency distributions, percentages, means and medians of student enrollments, and number of faculty of responding colleges are found in Table 1.

TABLE 1

SUMMARY OF ENROLLMENTS, NUMBER OF FACULTY OF RESPONDENTS (N=24)

Variable	Frequency (N)	Percent (N)	Mean (x)	Median
School Enrollment:				
HEAD COUNT			1700	1609
500-1000	6	25.00		
1001-1500	5	20.83		
1501-2000	8	33.33		
2001-2500	2	8.33		
over 2500	3	12.50		
Full Time Equivalent			1031	855
Less than 500	4	16.67		
501-1000	11	45.83		
1001-1500	6	25.00		
1501-2000	1	4.17		
2001-2500	0	0.0		
over 2500	2	8.33		
Number of Faculty				
Full Time			43.67	36
Less than 30	6	25.00		
31-40	7	29.17		
41-50	5	20.83		
51-60	2	8.33		
over 60	4	16.67		
Part Time			48.39	43
Less than 30	10	41.67		
31-40	2	8.33		
41-50	4	16.67		
51-60	0	0.0		
over 60	8	33.33		

The fall 1988 head count of responding institutions ranged from 586 to 4000 with a mean of 1700 and median of

1609. The full time equivalent (FTE) ranged from 335 to 2645 with a mean of 1031 and a median of 855.

Responding institutions indicated the percentage of male students ranged from 25% to 52% with the average of 40%. Only one institution (Ohio University-Lancaster) reported having over 50% of the student body consisting of males.

The average age of full time students at responding colleges ranged from 20 to 30 years with a mean of 25.1 years. For part time students the range was from 23 to 32 years of age with a mean of 28.6 years. Full time faculty at the 24 colleges ranged from 19 to 105 with a mean of 43.6 and a median of 36, while part time faculty ranged from 12 to 135 with a mean of 48.4 and a median of 43.

Seven colleges offer courses on the quarter system while 17 use the semester schedule. Table 2 shows a summary of tuition credit hour rates of responding colleges.

TABLE 2

SUMMARY OF TUITION CREDIT HOUR RATES OF RESPONDENTS

Variable		Mean (x)	Median
Semester hour (N=17)		$41.11	$34
Less than $20	3		
$21-$30	5		

(table continues)

Table 2 continued

Variable		Mean (x)	Median
$31-$40	1		
$41-$50	1		
$51-$60	2		
Over $60	4		
Quarter Hours (N=7)		$54.42	$53
$40-$50	3		
$51-$60	2		
$61-$70	2		

Responding institutions on the semester system had tuition ranging from $15 to $83 with a mean of $41.11. Quarter system tuition cost ranged from $40 to $70 with a mean value of $54.42 and a median of $53. Colleges offering courses on the quarter system were in Ohio (five) and Minnesota (two).

The percentage of students majoring in technical (vocational) programs ranged from 0 to 100 percent with a mean of 51 percent. Only one institution, Richard Bland College of the College of William and Mary reported having no technical program offerings. One institution which offered technical programs did not identify the percentage of students pursuing a technical program major. Table 3 shows the percentage of technical majors of responding colleges by quartiles.

TABLE 3

PERCENT OF STUDENTS MAJORING IN TECHNICAL PROGRAMS OF RESPONDENTS (N=22)

Percent Enrollment	Frequency (N)	Percent (N)	Mean % (x)	Median %
Less than 25	8	36.36	50.73	45.5
26-50	5	22.73		
51-75	3	13.64		
76-100	6	27.27		

The number of vocational program offerings at the 23 responding institutions that offered technical programs ranged from four to 41 with a mean of 13 and a median of 10 program offerings. The largest number of programs were offered by the University of Minnesota - Crookston. The programs represent a wide range of technical offerings. A combined listing of the different program offerings is found in Appendix C.

Nineteen colleges offer the associate of arts (AA), 15 offer associate of science (AS), 22 institutions offer associate of applied science degree (AAS), and two schools offer an associate of applied business. Twelve colleges offer all three (AA, AS, and AAS) degrees, five offer only the AA and AAS, two offer AA and AS, and one institution offers the AS and AAS. Four colleges indicated they offer

only one degree which was the associate of applied science. Twenty institutions offer certificate programs.

The University of Akron, Penn State University - Shenango Valley, and Youngstown State University - College of Applied Science and Technology offer at least one baccalaureate degree. Penn State University-Shenango Valley and Youngstown State University-College of Applied Science & Technology each offer one masters degree program.

Nineteen colleges indicated general education course offerings were tailored to meet the needs of the technical programs. Three schools indicated general education courses were not modified for their technical programs, and two colleges did not respond to this question.

ADMINISTRATIVE STRUCTURE

One of the two main purposes of this study was to identify the administrative structure of the two by four council institutional members. A summary of the titles of the college chief administrator (CEO), and the title of the university official to whom the two-year college CEO reports is found in Table 4.

TABLE 4

SUMMARY OF TITLES OF THE CHIEF COLLEGE ADMINISTRATOR (CEO), AND UNIVERSITY ADMINISTRATOR TO WHOM THE CEO REPORTS OF RESPONDENTS (N=24)

Variable (N)	Frequency (N)	Percent (N)
CEO Title		
Campus Executive Officer/Director	2	8.33
Chancellor	3	12.50
Associate Dean	1	4.17
Dean	10	41.66
Executive Dean	1	4.17
President	1	4.17
Provost	6	25.00
Superior of CEO		
University Vice President/ Provost	11	45.83
University President	5	20.83
University Chancellor	1	4.17
University Dean	3	12.50
University Vice-President for Agriculture Admin	1	4.17
Chancellor of University System	1	4.17
Vice-President for Regional High Education	1	4.17
University Board of Visitors	1	4.17

Ten, or 42% of the responding colleges' chief administrators have the title of Dean, six (25%) have the title of Provost, three are called Chancellor, and two

administrators have the title of Campus Executive Officer or Director. One college chief administrator is called the Executive Dean, one Associate Dean, and one administrator had the title of President.

Eleven, or 46% of the chief administrators (CEO) report to the University Vice-President/Provost for Academic Affairs. The Senior Vice-President for Academic Affairs was responsible for the two year college member CEOs at two large universities that had more than one Vice-President for Academic Affairs. Six (25%) administrators report to the university president, three report to a university dean.

The three CEOs (Provost) reporting to a dean were all administrators of branch campuses of New Mexico State University. The Associate Dean and Director of The Ohio State University Agriculture Institute reports to the University Vice-President for Agriculture Administration at The Ohio State University. The President of Lamar University-Port Arthur reports to the Chancellor of the Lamar University System. The Dean of Ohio University-Lancaster reports to the Vice-Provost for Regional Higher Education at Ohio University. The Provost of Richard Bland College of the College of William and Mary reports to the Board of Visitors of the College of William and Mary.

INSTITUTIONAL MISSION

The second purpose of this study was to identify the mission of the two by four council member institutions. In response to the question "Which term best describes your institutional mission?", of the majority of the responding institutions 15 (67%) consider themselves community colleges, while seven, or 29%, thought technical college best described their mission, and two (8%) considered their mission to be primarily that of a junior college serving students interested in transferring to a senior college to pursue a baccalaureate degree. Twenty-one institutions returned a copy of their mission statement. Administrators at the remaining three schools were telephoned by the researcher to obtain this information. Institutional missions statements were examined and the specific criteria within each mission were identified. Institutional missions ranged from a single purpose at two colleges, to five purposes (two colleges).

Seven different mission criteria were identified. These seven were to provide: baccalaureate transfer (lower division course work), technical programs (associate degree and/or certificate), continuing education, developmental course work, selective upper division and graduate programs, vocational-technical course work for area high schools, and adult basic education courses.

TABLE 5

MISSION CRITERIA OF RESPONDENTS

Mission	
Baccalaureate Transfer	20
Technical Programs	23
Regional Continuing Education	13
Development Course Work	3
Selective Upper Division and Graduate Programs	2
High School Vocational Programs	1
Adult Basic Education	1

The two colleges with a single mission where The Ohio State University-Agriculture Technical Institute (two year technical programs) and the College of William and Mary - Richard Bland College (college transfer).

Thirteen colleges listed the criteria of baccalaureate to offer, associate and certificate (technical) programs and continuing education as part of their mission. Five institutions provide developmental course work as part of their mission including the University of Maine-University College, New Mexico State University-Dona Ana Community College, and Southern Arkansas University-El Dorado, Community College of Marshall University and University of Cincinnati-Raymond Walters College. Colleges providing selective upper division and graduate programs were Penn State University-Shenango Valley Campus and Youngstown State University-College of Applied Science and Technology. New Mexico State University-Dona Ana Community College provides vocational programs for area high schools and also offers adult basic education courses.

SUMMARY

It is estimated there are over 200 academic units within universities in the United States that meet the definition of a two year college within a university. Therefore, it is difficult to draw conclusions from this

sample (24) representing approximately 10 percent of the population. The following are conclusions that can be drawn from this study.

The most common title of the chief administrative officer of the two year college within the university was dean (42%), followed by 25% with the title of Provost. Although no single administrative structure was identified as common, at the majority of institutions most of the chief administrative officers (CEOs) of the two year college (46%) report to the university Vice-President for Academic Affairs, while another 25% reported to the university President. The majority of institutions (58%) consider their mission to be most like a community college, which was consistent with the individual college mission statements.

The data also shows that, although we have many things in common, we are a heterogenous group with many dissimilarities as well. As the membership of this organization continues to grow, further studies should be conducted to determine if the findings of this study are consistent with a large sample.

As a result of this survey, questions for further study include:

1) The relationship between the university and the branch campus or community college unit.
2) Articulation of course work between the two year college and other academic units of the university.
3) Is there shared control of academic matters of hiring, promotion and faculty tenure between the two year college and the university?
4) Is promotion and tenure policy different for two year college faculty than other university academic units?
5) Is there shared control of administrative matters in developing the two year college budget?
6) Are faculty in the two year college compensated fairly when compared to faculty in other university units?

APPENDIX A

19 January 1989

Dear

I am conducting a survey of member institutions of the AACJC Council of Two Year Colleges within Four Year Institutions (2X4 Council) on institutional organization and governance. I would appreciate your taking five minutes from your busy schedule to complete and return the enclosed questionnaire. I am requesting the name and telephone number of the institutional representative completing this questionnaire for possible follow-up information.

In addition to answering the 16 questions, I would also like you to send me the following institutional information:

1) mission statement
2) organizational chart (an operational chart and information on how your college ties into the four-year institution in relation to administration and governance, including your board on control).
3) narrative description of institutional governance

Please return the questionnaire and the institutional information listed above by February 1, 1989. A summary of this data will be presented at the annual AACJC meeting in March in Washington, D.C.

I sincerely appreciate your taking time to provide this information on your institution.

William S Dunlap, Dean
School of Applied & Continuing Education

APPENDIX A
SURVEY INSTRUMENT

Name of Institution_____

1. Which of the following terms best describes your institutional mission
   _____ community college
   _____ technical college
   _____ junior college (serving primarily students planning to transfer)

2. Location of institution
   Main university campus_____ or separate campus _____

3. To whom does the administrative head of your institution report (example - vice-president of academic affairs).
   _____
   _

4. Number of students fall 1988 (head count)_____

5. Number of students fall 1988 (FTE)_____

6. Percentage male students_____ female students_____

7. Average student age (full time)_____ (part time)_____

8. What is the rate of tuition? (example $25/credit hour or $700/semester).

   Credit hour _____
   Quarter (if different rate than credit hour)_____
   Semester _____
   Other, explain_____
   _____

9. Length of sessions (check one)
   _____semester _____quarters
   Other, explain_____
   _____

10. Number of faculty (full time) _____
    number of faculty part-time (teaching six or less hours)_____

11 Degree(s) offered
_____AA
_____AS
_____AAS
_____Other degrees

12 Do you offer any certificate programs (less than associate degree)? Yes_____ No_____

13. Do you offer technical (2-year employment entry) programs? Yes_____ No_____

14. What percentage of your students are majoring in technical (two-year employment entry) programs?
_____

15. Are general education courses (related arts and sciences) taught on your campus service courses for your technical programs? Yes_____ No_____

16. If you offer technical (2-year employment entry) programs, list programs by title.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name and telephone number of person completing questionnaire:

_____

_____

_____

Return this questionnaire along with a copy of your:

Institution's mission statement
Organizational chart
Narrative description of institutional governance

Return by January 31 to:

William S. Dunlap, Dean
School of Applied & Continuing Education
Washburn University
Topeka, KS 66621

APPENDIX B
RESPONDING INSTITUTIONS

College of William and Mary, Richard Bland College
Eastern New Mexico University, Clovis
Eastern New Mexico University, Roswell
Lamar University, Port Arthur
Marshall University, Community College
Miami University (Ohio), Hamilton
New Mexico State University, Alamegordo
New Mexico State University, Carlsbad
New Mexico State University, Dona Ana Community College
Ohio University, Lancaster
Penn State University, Shenango Valley Campus
Southern Arkansas University, El Dorado
Southwest Missouri State University, West Plains
The Ohio State University, Agricultural Technical Institute
University of Akron, Community and Technical College
University of Cincinnati, Clermont College
University of Cincinnati, Raymond Walters College
University of Hawaii, Hilo
University of Maine, University College
University of Minnesota, Crookston
University of Minnesota, Waseca
University of North Dakota, Williston
Washburn University of Topeka, School of Applied and Continuing Education
Youngstown State University, College of Applied Science & Technology

APPENDIX C
TECHNICAL PROGRAMS OFFERED

Agricultural Business
Electrical Engineering Technology
Mechanical Engineering Technology
Nuclear Engineering Technology
Dental Hygiene/Mental Assisting
Health Information Technology
Para Legal
Automotive Trades
Computer-aided Drafting
Heating, Air Conditioning & Refrig
Microcomputer Technology
Radiologic Technology
Water Technology
Nursing
Banking and Finance
Library Media Technology
Petroleum Technology
Avionics Technology
Surgical Assisting
Labor Studies
Police Science Technology
Health & Fitness Technology
Alcohol & Drug Abuse
Mental Health
Business
Information Management
Crop Science
Diversified Agriculture
Soil & Fertilizer
Animal Science
Dairy Science
Greenhouse Management
Power and Machinery
Soil & Water Engineering Technology
Park & Recreational Area Management
Business Computer Systems
Small Business Management
Real Estate
Airline/Travel Administration
Administration of Justice
Diesel Mechanics
Gerontology
Fire Science
Computer Programming Technology
Industrial Engineering Technology
Food Marketing
Floral Design & Marketing
Animal Health Technology
Home & Family Services
Biomedical Equipment Technology
Metallurgical Eng Technology
Telecommunications Technology
Human Services
Legal Technology
Architectural Drafting
Building Trades
Electronic Service
Microcomputer Bookkeeping
Secretarial Administration/
Office Administration
Welding Trades
General Agriculture
Emergency Medical Technology
Developmentally Disabled
Cosmetology Operator
Respiratory Therapy
Commercial Art
Nuclear Medicine Technology
Radiation Therapy Technology
Youth Service
Physical Therapist Assistant
Agricultural Aviation
Farm & Ranch Management
Crop Production
Seed Conditioning & Technology
Animal Production
Dairy Production
Equine Science
Landscape - Turf & Grounds
Structure & Energy Systems
Natural Resources Conservation
Accounting
Fashion Merchandising
Court & Conference Reporting
Hotel/Resort Management
Executive Housekeeping
Dietetic Technician
Word/Information Processing
Restaurant Management
Child Care & Development
Carpentry
Medical Laboratory Technology
Social Service Technology
Commercial Beekeeping
Forest Products
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